



DEVELOPMENT OF SPEECH OF MENTALLY MENTAL CHILDREN IN THE PROCESS OF MATHEMATICS LESSONS

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ABSTRACT: - Along with the healthy generation growing up in our country, unfortunately, there are also a large number of unhealthy children, disabled from childhood and in need of help. Their rehabilitation, training, adaptation to life has always been in the attention of state leaders, and social protection of disabled children has been defined as a priority.

KEYWORDS: Mathematics, speech, teaching process, speech development, methodology, pedagogy.

INTRODUCTION

Currently, modern teaching methods are widely used in the educational process. The use of modern teaching methods leads to high efficiency in the teaching process. When choosing educational methods, it is appropriate to choose based on the didactic task of each lesson.

While preserving the traditional form of the lesson, enriching it with methods that activate

the activities of various learners leads to an increase in the level of learning of learners. For this, the teaching process should be organized rationally by the teacher increasing the interest of learners and constantly encouraging their activity in the learning process, dividing the learning material into small parts, using methods such as brainstorming, working in small groups, discussion, problem situation, reference text, project, role-playing, and making the learners practical it is necessary to

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encourage them to do the exercises independently.

THE MAIN RESULTS AND FINDINGS

Ensuring that disabled children have equal opportunities with all other citizens, eliminating limitations in their life activities, creating favorable conditions that allow them to lead a fulfilling life, actively participate in the social, economic, and political life of society, as well as to fulfill their civic duties, is the main humanitarian policy of our state. constitutes the content.

In view of this, it is important to correct the deficiencies in the education of speech-impaired children early.

Improvement of the special education process and its content as an important component of social life among all fields is becoming a demand of the times.

The auxiliary school solves special tasks related to the correction of the cognitive deficits of mentally retarded students, especially the development of speech. Therefore, it is necessary to consider each academic subject not only by its general educational and practical importance, but also by its correctional-pedagogical direction.

Successful learning of mathematics by students with mental retardation often depends on the characteristics of their mathematical knowledge acquisition and consideration of difficulties, on the one hand, and on the other hand, taking into account the students' existing capabilities. Students with mental retardation can transfer their acquired knowledge to a similar situation with great difficulty and only with the help of a teacher.

The specifics of acquiring knowledge and skills of students with mental retardation are taken into account in the program. In teaching mathematics, he should solve educational,

educational and practical tasks. Mastering the most elementary mathematical concepts also requires the child to develop complex logical processes such as analysis, synthesis, generalization, and comparison at a high level. Therefore, before directly starting the topic, it is necessary to find out what peculiarities children have in acquiring mathematical knowledge and skills. Among the subjects taught to secondary school students, mathematics is of particular importance. It includes subjects important for preparing secondary school students for participation in general useful work and for correcting (correcting) their mental development deficiencies and developing their speech.

Teaching mathematics involves not only the acquisition of certain knowledge and skills of children with mental retardation, but also the general development of their cognitive abilities, such as perception, memory, thinking, imagination, and speech. The work carried out in this direction allows them to teach important methods of mental activity, perform mental operations such as analysis, synthesis, comparison, generalization, concretization. In the process of mathematical education, development of students' speech, corrective work on increasing their vocabulary helps mentally retarded children learn special mathematical terms and expressions.

One of the most pressing problems is the organization of correctional-pedagogical support for developing the speech of students with mental retardation in mathematics classes.

The selection of this scientific topic was considered urgent and necessary due to the fact that special scientific researches on enriching the vocabulary of students with mental retardation in mathematics lessons have not been carried out in our republic, and

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there are no methodological recommendations in the Uzbek language.

Our research is aimed at developing the speech of students with mental retardation in mathematics classes, creating the content of special teaching and training of students with mental retardation regarding the development of speech in mathematics classes, as well as developing recommendations that take into account the fact that they remember mathematical terms, increase the effectiveness of correctional-pedagogical work and help them learn math lessons at school.

The analysis of the data obtained from the learning experience showed that speech disorders in students with mental retardation have different forms. The degree of underdevelopment of speech is determined by the nature of motor and sensory disorders in the process of mastering lexical-grammatical, phonetic-phonemic tools characteristic of the native language.

Corrective-pedagogical work aimed at developing the speech of students with mental retardation in mathematics classes is appropriate if it is carried out in forms that are interesting for students (game, educational-game). Game activity allows students to develop their activity, independence, and initiative. It is intended to increase students' vocabulary and have a corrective and educational effect on their personality.

CONCLUSION

The importance of using games in developing the speech of students with mental retardation in mathematics lessons is great:

1. Introducing elements of informal communication into the lesson. At the same time, the use of didactic games, in which the

role of dialogue organizer is played by one of the students, not the teacher.

2. Focus on the positive aspects of the answer. To objectively evaluate the answers of fellow students, to teach them to distinguish the most successful aspects of their answers. Arguing about how to overcome the flaws, i.e. influencing the flaw by telling one student himself.

Students with mental retardation have some generalized understanding of mathematical terms, but in most cases their knowledge and imagination are rudimentary, elementary, not related to their practical application. This situation leads to a decrease in students' vocabulary and makes it difficult to express their thoughts.

We have seen that the effectiveness of lessons has increased on the basis of specially selected speech materials (games).

As a result of our research, several pedagogical recommendations were determined:

- relying on the achievements in the mother tongue teaching methodology in developing the speech of students with mental retardation in mathematics classes;
- to develop the speech levels and motor skills (general, speech) of each of the mentally retarded students;
- use of didactic games aimed at developing the speech of students with mental retardation in mathematics classes.

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